

JANUARY, 1955

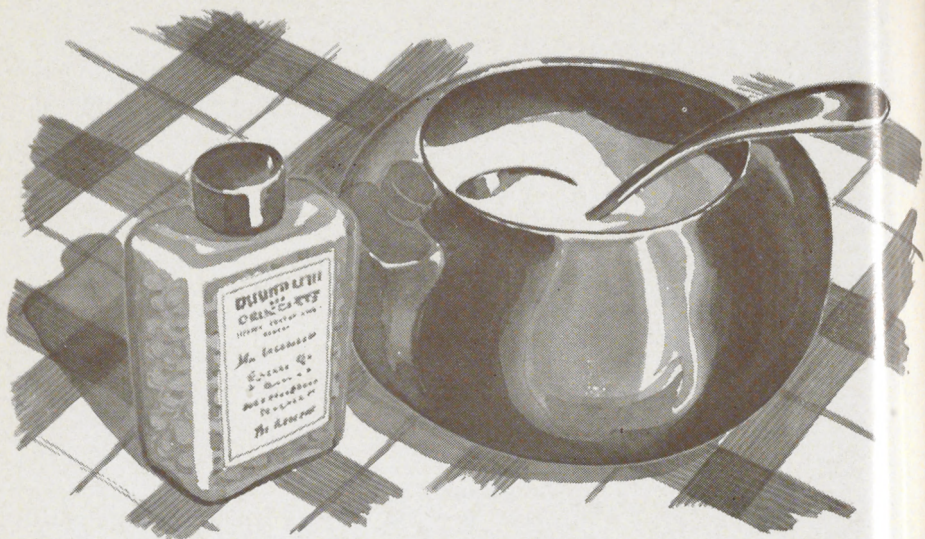
the **ATA**
magazine

OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ASSOCIATION



IN THIS ISSUE — Canada's Leadership

. . . . An Englishman's View of School Administration, U.S.A.



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the ATA magazine

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Number 5



JANUARY, 1955

EXECUTIVE COUNCIL ALBERTA TEACHERS' ASSOCIATION

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COVER STORY

January is the month for winter sports. The little lad is enjoying the new fall of snow. The sleigh, perhaps, was Santa's gift.

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DOCILITY OR FREEDOM

This is an age of conflict. Our world is torn by the struggle between ideologies. The stake is nothing short of either the importance of the individual or the ascendancy of the state. Personal freedom, the liberty we associate with democracy, is menaced as perhaps never before.

There are dangers threatening our way of life from within our nation as well as from without. People are prone to take liberty and the fundamental doctrines of democracy for granted. They become apathetic, unresponsive to the intrusion of government or administrative agencies on basic democratic rights. Galled by the slowness of the democratic process or seeking to simplify the need for persuasion, people accept elements of compulsion which are the first cells of bureaucratic cancer. Once governments, administrative agencies, or influential groups adopt the attitude that they are the law rather than that they operate according to law, a facet of totalitarian philosophy begins to abort democracy.

The price of freedom is eternal vigilance.

BOGIES

It is common knowledge that the Alberta School Trustees' Association has sought and is still seeking to have teachers removed from *The Alberta Labour Act*. In their annual meeting last fall the trustees proposed that teachers' collective bargaining rights be prescribed in *The School Act*. They argue that, since teaching is a profession, teachers should not be classified with labour. They argue further that salary negotiations between teachers and school boards are different than labour-management wage negotiations. Teachers, they say, should not take strike action.

It should be clear to all teachers that the trustees' proposals would, in the main, restrict the rights to collective bargaining which teachers now enjoy under *The Alberta Labour Act*.

The Profession Bogey

In the first place, the argument that because teaching is a profession teachers should not use the same statutory provisions for collective bargaining as other groups, is designed to create division among us. Collective bargaining is a democratic process basic to the negotiation of salaries or wages, conditions of work, and living conditions between employees as a group and employers. Teachers are employees of public companies and as citizens are entitled to the same rights as other citizens. Since they do not set their fees for professional services they must negotiate their salaries as labour negotiates its wages.

No Fundamental Difference

Secondly, collective bargaining procedures mean across-the-table discussions regardless of the groups concerned. The fact that salary negotiations consume time and often result in disputes is common enough in industrial bargaining. The fact that *The School Act* prescribes some of the conditions of work which labour normally, but not always, negotiates in collective agreements is scarcely a fundamental difference between teachers' salary negotiations and labour's collective agreements.

Strike Action

The third bogey is strike action. Some teachers and most trustees abhor strike action. But teachers risk virtual impotence in collective bargaining unless they may strike as a last resort and only after efforts to secure a peaceful settlement have failed. Teachers generally know that strike action can never be lightly enjoined and then only with the usual risks attendant to drastic measures.

We Stand To Lose

It is not too clear just what collective bargaining machinery the trustees would like to see set up under *The School Act*. In general, it is safe to assume that, if our salary negotiation rights were removed from *The Alberta Labour Act*, we would stand to lose much more than we could hope to gain. The Department of Education has neither the specialization, the staff, nor the aura of neutrality that equips the Department of Industries and Labour to deal with collective bargaining problems.

Trustees May Propose Compulsory Arbitration

Since the trustees have recently opposed strike action by teachers it may be more than a guess to assume that they are proposing that teacher-board disputes be subject to compulsory arbitration.

Denies Freedom

Statutory compulsion in collective bargaining is completely foreign to the fundamental doctrine of democratic freedom. It is the antithesis of the freedom of choice we prize in the free world. Under certain circumstances a government may be right in insisting on compulsory arbitration to settle a dispute, but such situations are rare and should not be legislated for in advance.

Binding Awards Now Possible

If the trustees want binding awards of boards of arbitration, they can propose that the teachers and the board agree to accept an award before the board of arbitration holds its hearing. *The Alberta Labour Act* is permissive in this regard and the choice is open to both teachers and trustees. This sort of legislation, which respects the basic freedom of the individual, is democratic. Statutory compulsory arbitration is the weapon of dictatorships.

Compulsory Arbitration Found Wanting

In Australia, New Zealand, and in the United States compulsory arbitration is on the wane. It doesn't prevent strikes. It makes them illegal. It destroys employee-employer relationships. In Great Britain, the cradle of democratic collective bargaining, it would never be tolerated. Ontario's Labour Courts provided a type of compulsory arbitration which was never successful and was dropped after a year of trial.

We have a good, however imperfect, instrument for collective bargaining in *The Alberta Labour Act*. The rights of teachers and other citizens are protected by its provisions. We must fight abrogation in whole or in part, of our right to the full measure of collective bargaining. For teachers, the custodians of our democratic culture, this is surely a dedicated responsibility.

New Year's Greetings

The year 1955 is a very special year in Alberta—our fiftieth anniversary as a Province of Canada.

During our brief history we have emerged from obscurity to a place of prominence in the life of the nation. Once regarded as a relatively poor and backward region, Alberta has now gained an international reputation as one of the wealthiest areas of this continent in terms of physical resources. With each passing year the hopes and dreams of our pioneers are constantly being realized in abundant measure. And the best is yet to come. We can no more accurately foresee the nature and extent of our growth and development within the next fifty years than our grandparents at the turn of the century could have visualized Alberta as it is today. We have every reason to feel a boundless confidence in our future.

But no matter how rich our lands, our mines, and our forests, our human resources will always remain our greatest asset. Education transforms the potential of these human resources into skills, "know how", and good citizenship which may be applied to achieve even greater benefits, enjoyment, and freedom from the use of our material wealth in the years to come. And therein lies the contribution of the teacher—the challenging and inspiring responsi-



bility of training our youth to meet and cope with the many and complex problems that lie ahead so that they may build even better than their forebears.

Alberta schools will, I am sure, play their full part in the Golden Jubilee observance this year. Let us all help to make 1955 a truly memorable and historic year in this Province.

May I at this time extend to each and every member of the Alberta Teachers' Association my sincere personal good wishes for a happy and successful New Year.

ANDERS O. AALBORG
Minister of Education

ATA Guest Speaker

Guest speaker at the Calgary City and Edmonton City conventions will be Dr. David H. Russell. Dr. Russell was born in Ottawa, Ontario, and received his early education in the schools of Alberta and Saskatchewan. He attended Regina Normal School and graduated from the University of Saskatchewan with a bachelor of science degree in 1929. After further teaching and study he received

his master of education degree from the same institution in 1932, the first person to be awarded the degree by the University of Saskatchewan. He received his Ph.D. from Columbia University in 1937.

Dr. Russell's first teaching was in one-room rural schools in Saskatchewan. He was later principal of schools in Heward and in Melfort, Saskatchewan. He was

afterward associate in educational psychology at Columbia University and assistant professor of education at the University of Saskatchewan. After three years on the faculty of the University of Saskatchewan, Dr. Russell became associate professor of education at the University of British Columbia and, in 1942, associate professor and later professor of education at the University of California, Berkeley.

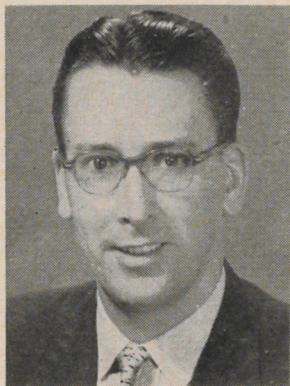
Dr. Russell was awarded a Carnegie Fellowship in Education and spent part of the academic year 1948-49 at the Institute of Education, University of London. He has taught during summer sessions at Columbia University and the University of Hawaii. He is a past president of the California School Supervisors' Association and the National

Conference on Research in English and is presently a member of the board of directors of the Association for Supervision and Curriculum Development. He has been or is presently a member of the editorial boards of *Childhood Education*, *The California Journal of Elementary Education*, *My Weekly Reader* and *The Reading Teacher*.

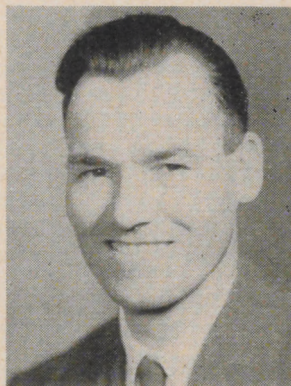
Dr. Russell is the author of three books in education, has contributed chapters to a number of yearbooks, is the senior author of a widely used series of textbooks in reading, and has published some seventy articles and research papers in professional journals. His special interest is educational psychology as applied to the language-arts curriculum.

February ATA Conventions

Westlock - Barrhead—February 3 and 4



G. H. DESSON



C. W. POLOWAY

Locals: Westlock and Barrhead

President: G. H. Desson

Secretary: C. W. Poloway

Visiting Speakers: S. Aubrey Earl, Department of Education; Harold S. Baker,

Faculty of Education; Miss Jean Dey, Edmonton Public Schools; Eric C. Ansley, Alberta Teachers' Association.

Superintendents: L. W. Kunelius and R. C. Ohlsen

High School Inspector: J. C. Jonason

Form of Convention: Two general sessions and four workshop sessions.

Entertainment: Banquet and social evening.

Calgary City—February 7 and 8 at Western Canada High School

Locals: Calgary City and Calgary Separate

P. Hanna; Alberta Teachers' Association, Frank J. Edwards.

President: O. J. Kirk

Superintendents: R. W. Warren and R. A. Cannon

Secretary: Miss Phyllis M. Light

High School Inspector: G. L. Mowat

Visiting Speakers: Alberta Teachers' Association guest speaker, David H. Russell; Department of Education, Donald R. Cameron; Faculty of Education, Mrs. W.

Form of Convention: General sessions and workshop sessions.

Entertainment: Social evening.

Edmonton City—February 10 and 11 at Victoria Composite High School

Locals: Correspondence School, Edmonton Elementary, Edmonton Junior High, Edmonton High, Edmonton Separate, and West Jasper Place.

Edwardh; Faculty of Education, Miss D. Lampard; Alberta Teachers' Association, Eric C. Ansley.

President: Elmer Gish

Superintendents: A. A. O'Brien, R. S. Sheppard, and C. B. Willis.

Secretary: Miss Bertha Lawrence

High School Inspector: T. C. Byrne

Visiting Speakers: Alberta Teachers' Association guest speaker, David H. Russell; Department of Education, M. O.

Form of Convention: Workshop and group sessions.

Entertainment: Luncheon.

VOTERS' LIST for ELECTION EXECUTIVE COUNCIL ALBERTA TEACHERS' ASSOCIATION

An alphabetical list of the members of the Alberta Teachers' Association, as registered on January 31, 1955, will appear in the February issue of *The ATA Magazine*. Teachers are asked to check this list carefully to see that their names are included, and, if they are not, to notify Head Office immediately.

The voters' list is published annually so that each teacher may check to make certain that his name is included. **Be sure to check the voters' list when published for your name.**

CANADA'S

Reprinted from

THE theme that I wish to develop involves the reasonable assumption that Canada is the most rapidly growing and the most swiftly changing country in the world. This implies that a new philosophy of education which is uniquely Canadian, not partially European and partially American, is becoming increasingly necessary. May I, therefore, first describe some of the educationally significant features which result from our exuberantly expanding economy, and then attempt to suggest the realignment which the future Canadian contribution to the world inevitably demands. Make no mistake, the world is already looking to Canada to show leadership in bringing about the "new" world which we hope will evolve from the present chaos.

For good or evil Canada has had and will have greatness, responsibility and leadership thrust upon her. This is due largely to our huge material resources which are only now being developed. It is not necessary for me to point out the immense value of oil, of iron, of coal or uranium, nor yet of copper and gold, nickel and asbestos, but it is not these expendable and exhaustible supplies which I wish to stress. Canada has still greater permanent sources of strength in her great forests, her fisheries, her water power and above all her soil. Come what may, the ultimate and most fundamental wealth is the power to produce food. In a world where the population is rapidly outstripping the power of the earth to feed it the possession of the world's greatest surplus food granary is a superb advantage.

Despite the handicaps of great distances, despite the severity of winter, despite the barren areas of mountain and bare rock which separate the vari-

NEVILLE V. SCARFE

ous parts of Canada, there is little doubt that Canada's future as a world leader is inevitable. The future for us with a world at peace looks bright and prosperous, and so we cannot avoid the heavy responsibility of leadership and high example.

A New Belgium?

Even if our worst fears eventuate and atomic cataclysm engulfs the world in bloody carnage, we can still not escape a central part in world affairs, for Canada lies directly between the two greatest contending parties—U.S.A. and Russia. Robot projectiles will not always pass directly over us as they ought. Many will accidentally fall short and land on Canadian soil. The fate of Belgium as the arena for contending forces awaits us unless we take our leadership duties seriously and persuade the world that sensible discussion can solve more problems than destructive onslaught. We are unlikely to do this unless we gain respect as sensible discussants and as responsible leaders.

We do not have the manpower to dominate or dictate by force. Therein lies our greatest opportunity, for we must convince by reasonable argument, by example, by the quality of our culture, not by the quantity of our arms.

Just as the Scandinavian countries have achieved unique respect in Europe for their high standards of living, culture and education, so Canada must set the same standards for America. It is no accident that Scandinavians and Can-

LEADERSHIP

the BC Teacher

adians already play leading roles in the United Nations Assembly.

If world leadership in the promotion of peace and culture is our inevitable role then we must attend to the arts of wise government and social excellence as well as to the science of mineral production and economic exploitation. In education this means that the social sciences, the humanities and the arts must be given a worthy place alongside science whether pure or applied. It means that learning to live more richly and abundantly must find as great support in our schools as learning how to get a living. In a word it means that quality must supplant quantity as a measure of excellence.

Training for Leadership

Leadership implies that training for leadership is necessary. The intellectually elite must no longer be neglected or thrown into a common melting pot to become mediocre and undistinguished. Our manpower being small and our material resources large we must train our best brains thoroughly so that they may plan wisely for future prosperity. We shall rely on them to make our nation great enough to deal magnanimously with the world. Each one must give of his best. Education for high quality minds and generous spirits is thus of paramount importance.

If we are to lead by example rather than by force we must learn to understand others sympathetically, tolerantly, generously. We must know about the world and about Canada so that future action shall be wise, humane and far-sighted. The world and its problems as they are now and as they may be in the future would seem to be a necessary

study. The past will become progressively less relevant though never uninteresting. Enough has been said, I hope, to convince you that the burden and responsibility that must come our way is bound to be heavy. Our share in creating a better world will be unusually large. Moreover, we must do it by fine education, by high example, by wise counsel, not by force or the exercise of power. Thus our society, our culture, our standards must reach a new high level—as the Greeks did in their golden age—to inspire posterity.

I wish to develop the three main ideas just outlined more fully. In particular, I would like to discuss the means of attaining a high quality way of life. Then I must discuss training for leadership. Finally I must discuss how we can best learn more effectively about Canadian and world problems.

Quality is often opposed to quantity. It tends to refer to things of the mind and spirit, to courtesy and good manners, to the pursuit of truth, beauty and goodness. It is often set in opposition to materialism. We talk of the quality of our culture, or of high ethical standards. We associate this idea of quality with great-hearted thinkers who use their leisure time for satisfying and creative activity. Serenity, thoughtfulness and humility are the marks of high quality culture.

It is important, however, not to confuse high quality culture with erudition or academic achievement. It may perhaps be somewhat related to a scholarly frame of mind if by that we mean thoughtfulness, lively curiosity and consideration for others, but a university degree does not necessarily denote a cultured person. My emphasis is on mor-

ality in the wide sense of that term, high standards of which are universally attainable by all, whatever their intellectual endowment. We do not have to be superbly intelligent to understand that honesty, humility, courtesy and consideration for others are desirable virtues. They are almost ageless and are commonly accepted, but the difference between high and low morality depends on the degree to which people are intellectually convinced of its validity. The worth and value of good behaviour have to be understood by thoughtful effort if consistently good action is to result. High standards of morality, in fact, depend on using such intellectual endowment as we have to its maximum capacity. In other words morality depends on will power as well as on mental effort.

You may argue that this is all right at the adult level, but what about children? My answer is that if it is not all right at the adult level it never can be all right at the child level, for children learn first by good example in the home. Subsequently, it is the function of school gradually to educate children to thoughtful conviction of the rightness of what they have accepted from an early age, by unconscious imitation of adult examples at home. Rightly, you could reply that this is simply a vicious circle, for if adult standards are low then such standards will tend to be perpetuated with children. This is particularly true in our present culture where competitive "keeping-up-with-the Jones" rather than cooperative group action is the rule, but it need not be so.

It is well known, for instance, that children without firm parental guidance tend to conform to the standards of their worst pals. Well-meaning parents hesitate to give firm guidance because children hate being different and laughed at, and it is humiliating to be thought old-fashioned or restrictive when other parents seem to allow unbridled freedom.

This vicious competitive system could, however, be overcome by parental co-operation. Parents could start by getting together with the school teachers to

establish certain fixed behaviour patterns and standards in school, in the street and at home. There could be agreed standards of clothing which are smart, neat and, if necessary, uniform. There could be agreed bed times, meal times, and amounts of pocket money. There could be agreed home work times. Such a lot of home strife could be avoided if all parents of one school agreed to a uniform standard of morals and behaviour for their children. The children, too, would be much happier because of the feeling of security which such uniformity and consistency gives. Discipline in the home would be much simpler, for discipline is directly relative to a feeling of security, which in its turn depends directly on a clear-cut and consistently high code of morals.

Standards of Behaviour

The teacher's task would also be immensely eased because more homogeneous standards of behaviour would be provided. Teachers would no longer have to adjust their methods to suit the worst few in the class only.

This type of conformity could and should apply at the adolescent stage, too. There are, however, some people who argue that adolescents should be encouraged to take on adult standards and responsibilities at an early age. With this I sympathize to some extent though I never feel that I wish to rush children from the carefree days of youth to the worries and disillusionments of adult life. What worries me, however, are the criteria by which the achievement of adulthood is sometimes measured.

Adults drive cars, smoke, drink alcohol, and stay out late at mixed parties. In other words adults in their off-moments sometimes indulge the baser passions, but I wonder if these are the most desirable traits of adult stature, or whether they are not the rare relaxations from more serious existence. I may be old-fashioned, but I still do not think that it is important or necessary for high school students to smoke or

drink alcohol or stay out late at parties or to date regularly with the opposite sex. Sophistication in worldly vices seems less necessary than the achievement of responsible self-discipline, and the development of leadership in school sports, orchestras, extra-curricular clubs, dramatic, debating, scientific and photographic societies.

Enriching Leisure Time

Creative and constructive hobbies for the enrichment of leisure also seem eminently desirable for they are as much a mark of adult good sense as are smoking or drinking or staying out late. Do not think from this that I am a kill-joy, or that I object to any of these vices in moderation in adults. What I am saying is that I am sorry when the only claims that an adolescent has to adulthood are experiences in smoking, drinking and dating. I still prefer reading, acting, debating, playing games, playing music, photography, philately and numismatics for young people.

Parents of adolescent children could perform an enormous service for the future of Canada if they too got together with school teachers for concerted action in insisting on certain minimum regulations about behaviour on buses, in the street, in the home. In addition it should not be difficult to encourage an attractive home atmosphere conducive to interesting discussions on politics, religion, economics, good books, good music, drama. Home life does not have to drive children out by being too erudite or academic. I feel sure that a positive adventurous curiosity with regard to the things of the mind rather than to the vices of the body is fundamental. I wonder why Parent-Teacher Associations are not bodies devoted to the promotion of cooperative group action for the raising of moral standards of our young folk!

If these suggestions were accepted their effect would be to place the full responsibility for moral training of children fairly and squarely on parents. The school cannot and should not be ex-

Neville Scarfe is dean of the Faculty of Education, University of Manitoba. Dean Scarfe was guest speaker at Lethbridge, Two Hills, and Vermilion conventions last fall. We believe that all teachers will be interested in this reprint of Dean Scarfe's address.

pected to do what parents ought to do, but it is quite clear that individual parents working alone can do very little. Corporate, agreed, universal and unflinching action by all parents in a school is absolutely necessary. We have parent-teacher organizations for that purpose. All that parents need is courage and conviction that the children of Canada are worth training for high quality culture.

Of course, parents would have to stay home in the evenings more often than they do now, and make home life an attractive and constructive family enterprise, for nothing is so important as home example in fostering high moral standards.

If homes are going to play their part in raising moral standards then schools must give them strong support, and see that they too attend urgently to the intellectual side of life which is their prime concern. Schools have to fire children with interest in scholarly pursuits. Curiosity and enquiry must be stimulated to the uttermost. Notice that "scholarly" is the word used not "academic." It is just as possible to have a scholarly absorbed interest in industrial arts or music as it is in chemistry or literature. We all know of cultured, gentlemanly engineers, and we have met arrogant and intolerant historians. A great deal depends on how a subject is taught whether a student finds it scholarly, absorbing and useful, or boring, restrictive and valueless.

Attitude Towards Culture

Two characteristics of our schools and society seem to militate against the adoption
(Continued on Page 34)

An Englishman's View of School Administration, U.S.A.

KENNETH E. PRIESTLEY

THE more an Englishman tries to examine and assess the quality of educational administration in the United States, the more conscious does he become that he can never altogether remove his blinkers. My blinkers are the obstinate prejudices I imbibed at an English public school and ancient university and which I succeeded in hardening as an educational administrator inside one of the English counties' local education authorities.

The first peep through the blinkers came during the war when I served alongside American officers at SHAEF and noted American powers of organization. The second peep came when I had forsaken educational administration for a university chair and was allowed to bridge the dollar gap through the Fulbright scheme and spend four months in the United States. And to all the limitations of personal circumstance, time and space must be added the complete lack of literature on the English side dealing with present-day American educational administration.

Serious efforts have been made from the English point of view to study American experience in the realms of commercial management and production, but these efforts have little counterpart in the sphere of educational administration. There will therefore certainly be interest, and possibly value, to both sides in an early attempt to see ourselves as others see us.

Three large issues stand out, and they are closely related. What, to an Englishman are the striking features of American educational administration? What are the English impressions of the noteworthy American attempts to improve

educational administration? And what appear to be the possibilities of some joint exploitation of Anglo-American experience?

The Pilgrim Fathers took over the Atlantic with them one feature that has remained a major characteristic in both the English and the American tradition of government: a belief in the efficacy of local action. To Englishmen, the suggestiveness of American methods of educational administration lies largely in the extraordinary ways in which the Americans are developing the traditions they have derived from the English of governing by local, in preference to central, institutions.

Each of the 48 states is vested with control over its own educational system. The result is a far greater variety of educational institutions than is to be found in England. Americans argue that this is a great source of strength.

There is everywhere a great absence of rigidity: there is no statutory tier of committees clamped over education at all comparable to the English one. Within an English local education authority the education committee at the centre, the divisional executive in the localities, and the bodies of managers and governors for individual schools derive their powers from an act of Parliament and represent all the machinery necessary for detailed public control.

The American boards of education rarely represent exclusive power, and the door is open for parents and other interested laymen to intrude, although they have no statutory power to do so. An Englishman feels that the lid has

Reprinted from *The Nation's Schools*

been taken off, but, of course the lid has never existed.

Lay committees are uniquely American

The growth and development since 1949 of lay advisory committees throughout the United States is much at variance with English ideas. It is exhilarating to see that not only parents but also other interested persons and taxpayers are coming forward in these new lay organizations in the great cities of the United States; they have money, and they are prepared to pay and to struggle to get what they want from the schools and to give to the schools what they believe they need. But an Englishman sees in this movement real dangers both to the freedom of the teachers and to the legal powers of boards of education, and he will not accept guidance on matters of curriculum from unprofessional people who easily fall a victim to the label and the catchword.

The entire American approach is experimental. Educational administrators describe themselves as being at the beginning rather than at the end of the line. Educational administration in the United States is one of those spheres in which there is still room for the pioneer, and even for the adventurer. Confronted with the immense tasks of creating and developing public school systems, the United States can lean upon no rich historical experience but must rely on artificial stimulation instead.

It is 50 years since the United States first began to give formal training to educational administrators and so began to attack the chaos of practice and principle in the different school systems. As the strains and complexities involved in educational administration have grown, so the determination to develop an administrative system which can cope with them has increased.

English prefer school of experience

England has never considered

Kenneth Priestley is professor of education and dean of the Faculty of Arts, University of Hong Kong. At present, he is visiting Canadian universities.

formal training programs for its educational administrators to be necessary, believing that experience is the only school in which the highly difficult lessons needed for educational administration can be properly learned. The changes now taking place in American training programs for educational administrators, under the influence of findings of the Cooperative Program in Educational Administration, are all in the direction of insisting on more practical experience for the students in the courses.

Harvard University has developed a doctorate in educational administration which is styled an "action" doctorate. The traditional thesis is no longer required, but the training course ends instead with the candidate's being involved in an administrative problem of some dimensions. At Columbia the trend is in the direction of giving an extended period of actual practice in some administrative post as part of the training course. Equally interesting is the growing American insistence that a good educational administrator does not work merely by applying laws and regulations but must learn to work harmoniously through his teachers and through his community. In American language, knowledge in the area of human relations and sociological insights are both necessary to the skilled conduct of educational administration.

The normal English view would be that the attitudes and skills required could hardly be taught at school or college; therefore the attempt being made to find out if there is a body of knowledge here that can be discovered and can be converted into working tools for an administrator commands

(Continued on Page 38)

Three Weeks in Edmonton

W. V. ALLESTER

Past President, British Columbia Teachers' Federation

It was my privilege, in May, to spend three interesting weeks at the University of Alberta in Edmonton. I attended the 1954 Short Course jointly sponsored by the Canadian Education Association and the W. K. Kellogg Foundation. This course, like the one conducted in May of 1953, was part of the CEA-Kellogg Project in Educational Leadership.

Attending the 1954 Short Course were sixty-three school superintendents (called "inspectors" in several provinces) from all parts of Canada. The Canadian School Trustees' Association sent two representatives, including Mrs. F. C. Butterworth of Edmonton. L'Association Canadienne des Educateurs de Lange Francais was represented by M. J. M. Mathieu of Montreal. A delegation from the Canadian Teachers' Federation was made up of Miss Dorothea McDonell of Ottawa, Mr. Forbes Elliott of St. John, N.B., and the writer.

The course members lived in residence on the university campus. There were, accordingly, many opportunities for an informal exchange of ideas on common problems and interests in education. Friendships were made between people engaged in the same type of work in different parts of the country. One of the objectives of the project is the intercommunication of educational ideas and practices between widely separated areas of Canada. This objective was reached insofar as the members of the course were concerned.

Each morning an hour and a half was spent in hearing and discussing a lecture by outstanding men in education, most of them Canadians. Dr. M. E. LaZerte spoke about "The Equalization of School Costs," Dr. John Macdonald spoke on "Administration" and Dr. Andrew Stew-

art gave his views concerning "The Financing of Education." Other topics included "The Human Factor in Administration" and "Scientific Inquiry and the Practising Teacher."

Two sessions were held at which all persons from the same province met to consider the implications of the course "back home." Four general sessions were devoted specifically to the giving of information about each of the provincial systems of education. Time was provided for individual study, in the library or elsewhere, for the solution of problems brought by the superintendents.

Approximately half of the course time was spent in group work. We were divided into six groups, each of which met with a coordinator and two or three consultants, or advisers. Some phase of the superintendent's work was dealt with by each group, under the headings of "Improvement of Instruction" (two groups), "Curriculum," "Large Unit of School Organization," "Appraisal and Reporting," and "Public Understanding and Support." Workshop techniques, of the type used by the ATA at Banff, permitted each participant to make his contribution to the group fund of information. The average course member had considerable academic background and extensive professional experience. It is therefore likely that the conclusions reached in the groups will have validity as Canadian principles of educational supervision and administration.

The drawing together of educators from the ten provinces should prove a contribution to Canadian unity. The individuals concerned gained a rich experience which will no doubt affect

(Continued on Page 33)

Teachers Help to Choose a Principal

E. C. GROVER

Reprinted from *The School Executive*

PERHAPS the outstanding change in the last 30 years in school administration is in the direction of democratic procedures in making decisions. Such procedures lift morale, give a clearer understanding of the bases upon which the decisions are made and help unify the entire school system.

One of the most important decisions a superintendent has to make is in the selection of a school principal. He may confront pressures to promote a certain individual, or to patronize only "home talent." He must also recognize that he is not infallible and that others may be able to help him in making the best selection. After all, the teachers and the community have a large stake in the individual selected.

When we had to choose a principal for our new Thomas Jefferson Junior High School in Fair Lawn, New Jersey, we felt that the teachers of the school as well as staff members might well constitute a board of review to meet candidates and to evaluate their personalities and abilities. This is how we set up our board.

First we told our teaching corps of the vacancy and the qualifications for the position, and invited any who felt themselves qualified to apply in writing.

Teachers elect representatives

Then we wrote to college and university appointment bureaus and private agencies telling them of our opening. We added pertinent information about Fair Lawn, the new building, the educational program and salary schedule.

The superintendent then met with the 50 junior high school teachers and discussed the procedures to be taken. The teachers of each grade were asked to

meet as a grade faculty and to select a member to serve on the reviewing committee to meet and to evaluate candidates for the principalship.

The committee contained a seventh-grade core teacher, an eighth-grade art teacher, a ninth-grade Latin teacher, a social case worker, a high school principal, an elementary school principal and an administrative assistant. This group met with the curriculum director and worked out an Evaluation Record Sheet covering characteristics and traits they thought a successful principal should have. (See chart.)

After going over twenty-six applications the committee selected thirteen candidates to be interviewed. These were invited by the superintendent to appear at specified times for one-hour interviews. Each candidate was served coffee and doughnuts with the committee in an informal manner. The superintendent introduced the candidate and within two or three minutes withdrew from the meeting. He re-entered during the last few minutes to get the general current of discussion and the group's attitude towards the candidate. After the candidate withdrew each committee member made an evaluation of all items on his record sheet. The next step was the clerical job of averaging the scores of each candidate and ranking the candidates in score order.

At the next committee meeting all the data on each candidate were discussed with the superintendent, and the final decision was made to send a representative with the superintendent to the school where the candidate was then principal. It was planned to visit the first three or four candidates, but the report of the all-day visit to the candi-

Evaluation Record for Selecting a Principal

Method of evaluation. Enter the figure 1, 2, 3, 4 and 5 after each trait listed; 1 indicates that the trait exists to a relatively small extent; 2, to an extent below average; 3, to an average extent; 4, to an extent above average; and 5, to a high extent. The figures in each category will be added to arrive at the numerical score of each candidate.

Name of candidate.....

Personality:

Flexibility.....
High moral and spiritual values.....
Poise.....
Good appearance.....
Sincerity.....
Common sense, good judgment.....
Well adjusted, mature.....
Loyalty to staff and administration.....
Ability to meet people.....
Ability to speak in public.....
Enthusiasm.....

Total.....

Administration:

Flexibility.....
Ability to make decisions.....
Good attitude toward in-service training.....

Total.....

Professional growth:

Knowledge of junior high program and
how to implement core.....
Ability to grow on the job.....
Knowledge of function of guidance.....

Total.....

Relation to staff:

Ability to inspire staff.....
Knowledge in fostering staff morale.....
Ability to handle cliques.....
Sympathetic to faculty efforts.....
Recognition of supervision as continuous
growth.....

Total.....

Relation to community:

Ability to foster good public relations.....
Ability to determine public opinion.....
Ability to establish communication with
community.....
Knowledgeable in utilizing community re-
sources.....
Desirous of membership in community
organizations.....

Total.....

Relation to pupils:

Knowledge of how pupils learn _____
Knowledge of discipline _____
Mature in thinking about individual and
group needs _____
Knowledgeable in integrating elementary
program into junior program _____

Total _____

Total numerical value of categories _____

date with the highest score was so excellent that the committee agreed to conclude its work if the superintendent agreed. The superintendent then recommended the selected candidate to the Board of Education which, in turn, accepted the recommendation and the chosen candidate was appointed principal at the next public meeting.

Staff proves ability to judge

It is difficult to describe the growth that occurred in all committee members

during this process of selection. Teachers appreciated the opportunity to share in choosing their principal and evaluated fairly and objectively the two candidates who applied from our own school system. Administrators on the committee appreciated a little more fully the teachers' ability to make keen judgments about prospective leaders with whom they expected to work for years to come. All of us came away feeling we had achieved a closer bond of understanding.

Resolutions to the Annual General Meeting, 1955

Resolutions for consideration by the Annual General Meeting may be submitted by authority of a general meeting or of the executive committee of a local association.

A certified sublocal may pass a resolution and forward it to the executive committee of its local association which, of course, has the privilege of adopting or rejecting it; but a sublocal may not submit resolutions direct to Head Office.

In order to prevent duplication of resolutions, local associations are requested to review the resolutions adopted by the 1954 Annual General Meeting. Both policy and current resolutions were

printed in the May, 1954 issue of *The ATA Magazine*.

Resolutions, in the form prescribed by the Executive Council, **must be received at Head Office on or before March 1, 1955 at 12:00 o'clock noon.**

All resolutions being submitted to the Annual General Meeting will be printed in the March, 1955 issue of *The ATA Magazine*. Arrangements should be made for each local or its executive committee to meet **between receipt of this issue of the magazine, which will be mailed about March 15, 1955, and the Annual General Meeting**, in order that the resolutions may be discussed.

Drill in Mathematics

K. WAGNER

PROBABLY the most significant trend in education in Alberta today is that of teaching with emphasis upon meaning, understanding, and social applications. This emphasis is especially necessary in the teaching of mathematics, for it equips the pupils to deal more efficiently with their arithmetic problems and helps them to apply their mathematical learnings to social situations. This is the prime objective of mathematics instruction. But it is a fallacy for teachers to think that pupils will be skilful and competent in using and applying numbers merely because the pupils understand their arithmetic problems.

When, Where and How

Permanent retention of skills lies not only in a clear understanding of their value and purpose but in the fixing of these skills through intelligent, well-planned, and artistically performed drill. This means that teachers must know when, where, and how to apply drill. The key to the application of drill lies in the presentation of the subject matter in the first place. The teacher must make the material mathematically meaningful and socially significant. (Here grade level, mental age, and the maturity of the pupil must carefully be taken into account.) Skill and accuracy are developed by determining the exact point where pupils are weak and then giving them remedial exercises which they understand. Pupils must see the principle which they are applying to each example of their exercises.

Drill Does Not Teach

However, constant drill of the mere repetitive type does not always take children, who are using immature

methods, to the point of mastery. This is because learning does not come from mere repetition of an act or process. Understanding gives us mastery; repetition simply produces temporary memorization. Drill does not teach unknown facts, nor can it take the place of meaningful experiences. Furthermore, drill is decidedly harmful if given prematurely—for it not only tends to kill the child's interest and inclination, but it confuses the child, making him careless and inaccurate.

Practice Follows Understanding

The value of drill lies in fixing for retention, skills that have been learned previously. Systematic practice in abstract number is essential for mastery of number facts in all the arithmetic processes; however, this practice must not be given before the child has an understanding of the fact or process. Furthermore, to establish proficiency in the arithmetic skills, meaning must always be developed before practice. For example, in the process of subtraction, the idea of "borrowing" from one number and "giving" it to another can be very misleading to a pupil. Showing the pupil that say, 1 ten equals 10 ones, and, therefore, we are "changing" rather than "borrowing" gives the pupil a much clearer idea of what he is actually doing, and makes his practice in subtraction much more meaningful.

From the Encyclopedia of Educational Research the following information regarding drill is significant.

"A synthesis of research is difficult because of differences in objectives implied in the tests used to measure calculation achievement. In some studies mechanical manipulation of numbers is

made the criterion of success; in others, understanding of the processes is emphasized. There are differences of opinion in regard to the degree of calculation skill to be considered satisfactory."¹

"As to the criteria for drill, it has been suggested:

- (a) that drill for engendering high levels of skill should be justified by a high degree of usefulness of the skills in life;
- (b) that the drill load must be light enough to make success possible;
- (c) that the only acceptable score on essential drill is the perfect score.

Admittedly, the purpose of drill is mastery. If a low standard of mastery is being secured, the purpose is not being accomplished and something should be done about it. If the load is too heavy, obviously it should be lightened. If the load is lightened, those processes that are most useful should be retained for mastery. The less-used processes can be given some other treatment—appreciation, for example, which calls for acquaintance and understanding at the time but does not require mastery."²

Automatic Response Reduces Mind Load

Besides gaining proficiency through drill, the pupil gains speed when his response to basic facts is automatic. If a fact is one that is frequently used, then the possession of automatic mastery relieves him of some thinking and he is therefore free to devote more attention to other aspects of a quantitative situation. For example, in problem solving, a pupil in Grade VII should know the multiplication facts automatically and accurately so that he can devote his time to other principles involved in the problem, such as perimeter or area. Pupils should be aware of this need for automatic mastery of a fact. Their remedial exercises should be

Miss Wagner teaches in Fairview School in Edmonton. Her article is a searching analysis of the place and value of drill in mathematics.

pleasant periods which are short and snappy and which end as soon as interest lags. Only those pupils needing drill, and those facts needing exercise, should be included in the drill period.

Types Of Drill

The types of drill are varied and may be:

1. oral drill on facts and skills,
2. flash cards, or standardized drill cards—those made by the pupils give excellent results,
3. games—these provide interest and avoid drudgery,
4. contests,
5. some work books, if well prepared and properly used, contain good supplementary drill material.

Timing Important

Practice periods should not be bunched into one time of the year. The purpose of drill is to aid the retention of a skill when it is first learned—not simply to review a great deal of work at one time. Sandiford states that, "Teachers of the young should review material which has been memorized very soon after learning, preferably at the end of the same day and certainly not later than the next day. A few re-learnings quickly following the first learning will provide better results than practice deferred say, a month or more."³

Application Important

Drill, then, should be an integral part of the teaching procedure. It should be the last phase of instruction—and is proportional to the quality of teaching.

(Continued on Page 27)

¹ Monroe, W. S., Editor, *Encyclopedia of Educational Research*, Revised Edition, The Macmillan Company, New York, 1950, p. 52, Quoted with the permission of the publisher.

² *Ibid.* p. 53.

³ Sandiford, Peter, *Educational Psychology*, Longmans, Green and Company, Toronto, 1933, p. 242, Quoted with the permission of the publisher.

Ponoka Filmstrip Library

HOWARD L. LARSON

IN the spring of 1948, our school bought its first filmstrips. Because of limited capital and knowledge we decided to try out those recommended by the Division of Visual Instruction of the University. These were "Teach-O-Filmstrips," which we found to be excellent.

That fall, we discussed with the National Film Board representative the possibility of getting a few films from them. Prices were very reasonable as compared with other sources at that time. Unfortunately, we did not arrange to preview the first order and there were two or three that were not used appreciably. However, the rest were good and some of them were excellent. We now have nearly all the filmstrips produced by the National Film Board.

The following year, a representative from Curriculum Films showed us a sample of every film in his catalogue. A small committee of teachers from Grades I to VI had time to preview them and a selection was made. While these filmstrips were quite brief, they were in colour and of excellent quality.

About this time, our superintendent, Mr. H. R. Ross, became very interested in our progress and was instrumental in obtaining financial assistance from the school board. The board now provides 50% of the costs of our filmstrips. Previously, however, we had raised over \$1000. by various school projects. We have also obtained a number of filmstrips from other sources.

Before filmstrips became popular in our school, we had to have a library of considerable size and accessibility, a system of simple listings, and a machine centrally located in each school. In our two elementary schools we divided the library into two sections—Division I and Division II. Teachers of Division I, however, have a list of those filmstrips available in Division II, and vice-versa. These

lists must be reviewed and revised whenever new material arrives.

In the junior and senior high school, we had a room set aside, with both filmstrips and film projectors stationed there, together with the filmstrip library. Overcrowding, however, has necessitated moving the equipment into a much smaller room, less accessible to all teachers, and we have discovered that this has affected the use of filmstrips considerably. In the elementary sections, the teacher takes the machine into the classroom, and, for the most part, each classroom is fitted with opaque-type blinds. Daylight screens are used, but they are better if the room is slightly darkened.

All told, we now have about 600 filmstrips in our school. As yet, it is difficult to evaluate the extent to which they are being used. However, in the spring of 1954, a circular was sent to the teachers and the following is a summary of their replies.

1. Every teacher replied that the filmstrips did create more interest in his class.
2. Every teacher said that they were useful in improving instruction or helping to get information across.
3. Some felt they served an additional purpose in improving oral reading.
4. Some said they saved time, others said not.
5. On the whole, teachers felt each projector should be expected to serve ten rooms.
6. Teachers preferred, first, using their own classrooms for projection, or using a special projection room in the same building and on the same floor as their own classroom.
7. The teachers felt that a filmstrip library for each division was satisfactory, providing that each is composed of a large enough number of

good filmstrips. If there had been only a small number of filmstrips, it is likely there would have been dissatisfaction. Besides their own lists, however, the teachers wanted the lists of the next higher division, as the usefulness of many filmstrips is not confined to a division.

We have found that a filmstrip library within our own school is by far the best method of getting teachers to use filmstrips. When a teacher wants to use a filmstrip, she wants it now! As more and more filmstrips are being produced, the greater will be the opportunity to find one that will assist in the culmination of an enterprise or in covering a particular topic in social studies or science. With a few exceptions in the lower grades, filmstrips are definitely of

value as teaching aids. They are not for entertainment.

Our chief sources of supply have been:
University of Alberta, Extension Branch, Edmonton

Johnson Record Shop, 5512-20 Ave. N.W., Seattle 7, Washington

National Film Board, South Side Post Office, Edmonton

Film Publishers Inc., 25 Broad Street, New York 4, New York

General Photographic Products, 1534-13 Avenue, Regina, Saskatchewan

Time & Life Magazine, Rockefeller Centre, New York 20, New York

There are many other sources of supplies which may be had for the asking. The Audio Visual Aids Branch of the Department of Education, Edmonton, will give excellent advice and assistance.

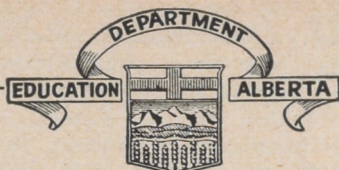
Raising Teachers' Salaries

Editorial Medicine Hat News

Hackneyed though it may be, it is necessary to restate that the future of the country depends upon the youth of today. It is necessary to repeat this platitude because of shortsighted worry and oft-heard criticism of mounting education costs. These are a burden on most municipalities, and will continue so in the future as this country grows, and until some greater share of such costs are assumed by the senior governments. But in the meantime the burden should be assumed with grace in the knowledge that we are contributing to the perpetuation of a wonderful nation. There should be no carping of teachers' salaries and of the investment in institutions and equipment because such will give us inestimable increment in decades ahead when Canada will need the most intelligent and scientific leadership available.

While we do not agree with some of the curricula content and many of the so-called "frill and fringe benefits" of our academic system, we are fully in

accord with the desire to raise the status of teachers to a professional level. The competency of teachers of the future was measured at a recent local convention by a noted California pedagogue as comprising the characteristics of a good parent, a firm master and an understanding psychologist. Accepting this basis as desirable it is therefore obvious that professional status for teachers must be the goal, to attract men and women of intelligent quality to the vocation, so to provide future leaders and citizens with the best possible guidance. To achieve this end salaries must be of a high level. This would automatically mean a requirement of high academic skill and lengthy degree study on the part of the teachers for which present salary standards in the profession are far from excessive, if adequate. There is no finer way a municipality able to afford it can spend its funds than on the teachers who have in their charge the training of Canada's future citizens.



Official Bulletin, Department of Education

No. 166

Diploma Requirements

In the Official Bulletin in this magazine for November, 1954, under the heading, Requirements for the High School Diploma, it was stated that, "Some difficulties are being experienced in meeting the Science requirement for the high school diploma (Senior High School

Handbook, page 21, Item 2 [d]) especially in the case of students taking commercial courses. Item (d) is hereby removed from the list of minimum requirements."

Teachers are advised that the removal of the Science requirement is for the school year 1954-55 only.

Faculty of Education Radio Series

CKUA, 8:15 p.m.

Fifty Years of Education in Alberta

Father Lacombe, Educator	F. P. O'Hara	January 19
Mr. Sam Crowther, Teacher	Script by H. T. Coutts	January 26
Edmonton's Pioneer Teachers	W. D. McDougall	February 2
H. C. Newland	Mary Crawford	February 9
J. W. Barnett	Script by A. J. H. Powell	February 16
E. M. Burnett, Donald Dickie and Olive M. Fisher	Panel discussion Cornelia Higgin, Director	February 23
Milton E. LaZerte, Teacher of Teachers	E. C. Ansley	March 2
The Large School Units and the People Who Made Them Possible	J. C. Jonason	March 9

Current Activities in Education in Alberta

Survey of Reading Achievement in Alberta	W. Pilkington	March 16
Television and Children	J. W. Gilles	March 23
Psychological Testing in Alberta and in Scotland	R. J. C. Harper	March 30

President's Column



Throughout the past few years our Association has been paying a lot of attention to the matter of public relations. The Banff Workshop has had very capable public relations consultants in attendance and the Annual General Meeting has asked the Provincial Executive to give guidance to local associations in this matter. This indicates quite clearly that we, as teachers, are conscious of the need of some solid and constructive program.

Effective public relations, in the final analysis, is a person-to-person affair. No matter what might be done at the provincial or local level, any program will fail if it does not result in a more positive public relations program on the part of each teacher. At the last Annual General Meeting many delegates were critical of the executive for not giving more leadership in this very important matter. I feel that the criticism, however justified it was, should have been directed at the individual teachers in our Association who have consistently avoided taking part in what could be termed

a public relations "natural"—your local Home and School Association. It is true that some teachers have taken an active part in Home and School. One teacher became provincial president. But for every teacher who is active there are four or five who show no interest and do not attend meetings.

Please do not conclude from the above that I think of the Home and School primarily as a vehicle for our ATA public relations program. It is worthy of teacher membership in its own right. In fact, it must have teacher membership if it is to succeed. It is a gathering of representatives of the home and of the school so that efforts in the education of the child can be coordinated and made more effective. This coordination and mutual understanding is an absolute necessity if the school is to be operated at its maximum efficiency—and anything less than the maximum is just not good enough. If few teachers attend Home and School meetings, good liaison cannot be achieved.

As your president, it was my pleasure and privilege to attend the annual meetings of both the Alberta and the Dominion Home and School Associations. I was impressed with the dedicated spirit and zeal shown by the delegates. This movement has tremendous potential in the field of education, a potential which cannot be realised without the support of the teachers. Speaking frankly, I feel that the teachers who are not active in their Home and School Associations are shirking their job and their responsibility to the school, to the home, and to the child.

To return to public relations, participation in Home and School by teachers would make association work in this field unnecessary and superfluous.

Financial Statement

Students' Union of the University of Alberta Summer Session

Statement of Revenue and Expenditure for the Year Ended October 31, 1954

Revenue

Fees—		
Building fund—see contra		\$4,289.82
General		1,715.93
Evergreen and Gold—see contra		437.00
Ticket sales—dances		284.00
		<hr/>
		\$6,726.75

Expenditure

Athletics—			
Badminton	\$ 23.20		
Bowling	21.60		
Fastball	102.35		
Golf	7.35		
Table Tennis	2.20		
Tennis	2.20		
	<hr/>	\$ 158.90	
Entertainment—			
Dances	457.24		
Square Dances	20.00		
Teas	116.57	593.81	
	<hr/>		
Students' Union Building Fund—see contra			
Loan repayment fund	2,573.89		
Building operating fund	1,715.93	4,289.82	
	<hr/>		
Purchase of Evergreen and Gold— see contra		437.00	
Administrative and sundry			
General expense	345.44		
Evergreen and Gold Pages and expense	300.00		
Honoraria	190.00		
Bulletin expense, net	102.43		
Depreciation on equipment	47.98		
Administrative salaries	35.00	\$1,020.85	\$6,500.38
	<hr/>	<hr/>	<hr/>
Excess of Revenue over Expenditure for the year			\$ 226.37

Balance Sheet
as at October 31, 1954

Assets

Current—

Cash on deposit with the University of Alberta \$1,284.07

Fixed—

Office equipment\$ 46.25
Sports equipment 227.40 \$ 273.65

Less reserve for depreciation 272.65 1.00

\$1,285.07

Liabilities

Surplus—

Balance as at October 31, 1953\$1,058.70

Add excess of revenue over expenditure for the 1954 session 226.37

\$1,285.07

Edmonton, Alberta, December 15, 1954

I have examined the accounts of the Students' Union of the University of Alberta Summer Session for the year ended October 31, 1954, and have received all the information and explanations I have required.

In my opinion, the above Balance Sheet is properly drawn up so as to exhibit the true financial position of the Union as at October 31, 1954 according to the information and explanations given to me and as shown by the books of the Union, and the accompanying statement of revenue and expenditure correctly sets forth the results of operations for the year ended at that date.

M. A. ROUSELL,
Chartered Accountant, Auditor.

Drill in Mathematics

(Continued from Page 21)

Weak and inadequate teaching necessitates increased drill, whereas good teaching sharply reduces the amount of drill needed to build and maintain the skills that have been learned. Before drill exercises are pursued the good teacher never neglects to analyze the pupils'

grasp of the situation. Nor does she fail to realize that the purpose of learning arithmetic and the training received thereby is to help citizens think quantitatively in everyday life. Drill therefore must not be an abstraction, but a means to develop the ability to think clearly.

Executive Council Elections, 1955

Alberta Teachers' Association

Executive Council

By-law No. 26—

"The Executive Council shall consist of fourteen (14) members, namely, the president, the vice-president, the immediate past president, and the general secretary-treasurer, and ten (10) district representatives. The president, vice-president and district representatives shall hold office from the time of their installation until their successors have been elected and installed in office. They shall be elected by ballot of the members of the Association as herein provided. The general secretary-treasurer shall be appointed by the Executive Council."

Nominations and Acceptances

By-law No. 40—

"Any local by resolution at a regularly called meeting or at a meeting of the executive committee thereof, shall be entitled to nominate one (1) member as a candidate for election to the office of president, one (1) member as a candidate for election to the office of vice-president, and one (1) member as a candidate for election to the office of district representative for the district of which the local forms a part. Subject to the provisions of By-law 42, any member of the Association may be nominated for the office of president and vice-president. For the office of district representative a local may nominate one of its own members or one of the members of another local in the same district."

By-law No. 43—

"Nominations and acceptances must be received by the general secretary-treasurer not later than forty (40) days prior to the first day of the Annual General Meeting."

Nominations for election to the Exe-

cutive Council of the Alberta Teachers' Association for 1955-56 or 1955-57, and acceptance of nomination, in the form prescribed by the Executive Council, **must be received at Head Office, on or before March 1, 1955 at 12:00 o'clock noon.**

Any sublocal may suggest to the executive committee of its local the names of proposed candidates for election as president, vice-president, and district representative.

Eligibility of Members to Vote

By-law No. 38—

"Except as herein otherwise provided each member who has paid his fees for the calendar month preceding the counting of the ballots shall be entitled to vote in the election of the Executive Council."

Eligibility of Members for Election to the Executive Council

By-law No. 34—

"A person shall be eligible for election to the Executive Council, if at the time of his nomination he:

- (a) is a member in good standing,
- (b) is entitled to vote in the election of the Executive Council, and
- (c) has for not less than four (4) consecutive years immediately preceding his nomination been a member of the Association or a member of any other affiliated organization of the Canadian Teachers' Federation, provided that a period of unemployment as a teacher during such years shall be deemed to be a period of membership for the purpose of this By-law."

By-law No. 42—

"To be eligible for nomination as a candidate for the office of president, the proposed nominee shall have served

previously as a member of the Executive Council."

1955 Elections

By-law No. 38A—

"(1) One-half of the members of the Executive Council other than officers shall be elected annually and shall hold office for a period of two years from the date of the first executive meeting following their election.

"(2) For purposes only of the election immediately following the passage of this By-law, one-half of the districts of the Association shall elect a representative to hold office for a period of two years as aforesaid, and one-half of the districts shall elect a representative for a period of one year. The Executive Council shall by lot determine which districts shall elect one-year representatives and which districts shall elect two-year representatives."

In accordance with By-law No. 38A, the following elections to the Executive Council for 1955-56 or 1955-57 will be held.

Officers—

President

Vice-President

District Representatives—

Northeastern Alberta Constituency—two-year term.

Edmonton District Constituency—two-year term.

Edmonton City Constituency—one-year term (to complete term of 1954-56 representative).

Central Eastern Alberta Constituency—two-year term.

Calgary District Constituency—one-year term.

Calgary City Constituency—two-year term.

Southwestern Alberta Constituency—two-year term.

Geographic Districts

Northeastern Alberta Constituency—two-year term—All schools situated

within the area covered by the following locals: Athabasca, Bonnyville, Lac la Biche, Lamont, St. Paul, Smoky Lake, Thorhild, and Two Hills, and all territory outside the boundaries of these locals north of the North Saskatchewan River, east of the fifth meridian.

Edmonton District Constituency—two-year term—All schools situated within the area covered by the following locals: Barrhead (and west to British Columbia border), Clover Bar, Coal Branch, Edson, Lac Ste. Anne, Stony Plain, Strawberry, Sturgeon, Westlock (and north to the boundary of the Athabasca Local), and Wetaskiwin.

Edmonton City Constituency—one-year term (to complete term of 1954-56 representative)—All schools situated within the area covered by the following locals: Correspondence School Branch, Edmonton Elementary, Edmonton Junior High, Edmonton High, Edmonton Separate, and West Jasper Place.

Central Eastern Alberta Constituency—two year term—All schools situated within the area covered by the following locals: Camrose, Castor, Hardisty-Provost, Holden, Killam, Neutral Hills, Vegreville, Vermilion, and Wainwright.

Calgary District Constituency—one-year term—All schools situated within the area covered by the following locals: Calgary Rural, Drumheller, Foothills, Mount Rundle, Olds, Three Hills, Turner Valley, Vulcan, and Wheatland.

Calgary City Constituency—two-year term—All schools situated within the area covered by the Calgary City and Calgary Separate Locals.

Southwestern Alberta Constituency—two-year term—All schools situated within the area covered by the following locals: Crow's Nest Pass, Lethbridge City, Lethbridge District, Macleod, Pincher Creek, St. Mary's River, Taber, and Warner.

Disposition of Resolutions Adopted by the Annual General Meeting, 1954

(The resolutions are referred to by number and in the same order as printed in the May, 1954 issue of *The ATA Magazine*.)

The resolutions have been dealt with and/or referred as indicated.

- | | |
|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| P 1—Executive Council of the Government of the Province of Alberta | P32—Department of Education |
| P 2—present policy | P33—no action |
| P 3—Board of Teacher Education and Certification, and Department of Education | P34—Alberta School Inspectors' Association; and Department of Education |
| P 4—present policy | P35—Alberta School Inspectors' Association, Coordinating Committee, and Department of Education |
| P 5—present policy | P36—Department of Education |
| P 6—local associations | P37—Department of Education, and Executive Council of the Government of the Province of Alberta |
| P 7—Faculty of Education | P38—Department of Education |
| P 8—present policy | P39—Department of Education |
| P 9—Department of Education | P40—Coordinating Committee |
| P10—present policy | P41—Coordinating Committee |
| P11—Department of Education | P42—Coordinating Committee |
| P12—Department of Education | P43—University of Alberta |
| P13—Department of Education | P44—local associations |
| P14—committee established | P45—Executive Council of the Government of the Province of Alberta |
| P15—Coordinating Committee | P46—Coordinating Committee |
| P16—local associations | P47—local associations |
| P17—local associations | P48—local associations |
| P18—no action | P49—present policy |
| P19—Canadian Teachers' Federation | P50—Coordinating Committee, and Executive Council of the Government of the Province of Alberta |
| P20—Executive Council of the Government of the Province of Alberta | P51—no action |
| P21—Executive Council of the Government of the Province of Alberta | P52—local associations |
| P22—Canadian Teachers' Federation | P53—University of Alberta |
| P23—Department of Education | P54—local associations |
| P24—reference only | P55—Coordinating Committee |
| P25—Department of Education, and Executive Council of the Government of the Province of Alberta | P56—Executive Council of the Government of the Province of Alberta |
| P26—Department of Education | P57—Canadian Teachers' Federation |
| P27—Executive Council of the Government of the Province of Alberta | P58—Department of Education |
| P28—Executive Council of the Government of the Province of Alberta | P59—Coordinating Committee |
| P29—Coordinating Committee, and Department of Education | P60—Department of Education |
| P30—Coordinating Committee, and local associations | P61—Department of Education |
| P31—Coordinating Committee, and Department of Education | P62—Department of Education |
| | P63—Department of Education |
| | P64—Department of Education |

- P65—Board of Teacher Education and Certification, Department of Education, and Executive Council of the Government of the Province of Alberta
- P66—Department of Education
- P67—Board of Teacher Education and Certification, and Department of Education
- P68—no action
- P69—Executive Council of the Government of the Province of Alberta
- C 5—in operation
- C 9—Department of Education, and Executive Council of the Government of the Province of Alberta
- C14—in operation
- C15—in operation
- C29—ATA Library Committee
- C30—ATA Pension Committee
- C31—report adopted, no further action
- C42—committee acting
- C46—local associations
- C48—local associations
- C66—under consideration
- C67—local associations
- C68—Department of Education, and Executive Council of the Government of the Province of Alberta
- C70—under consideration
- C71—Board of Teacher Education and Certification
- C72—Board of Teacher Education and Certification
- C73—Board of Teacher Education and Certification
- C74—Board of Teacher Education and Certification
- C76—Alberta Advisory Committee on Educational Research
- C77—action being taken
- C78—ATA Pension Committee

Disposition of Resolutions Referred to the Executive Council by the Annual General Meeting, 1954

(The resolutions are referred to by number and in the same order as printed in the May, 1954 issue of *The ATA Magazine*.)

The resolutions have been dealt with and/or referred as indicated.

- C 1—tabled
- C 3—lost
- C 7—present policy
- C16—Coordinating Committee
- C17—Department of Education, and Executive Council of the Government of the Province of Alberta
- C18—Department of Education, and Executive Council of the Government of the Province of Alberta
- C19—tabled
- C20—tabled
- C21—lost
- C22—Coordinating Committee
- C23—lost
- C24—tabled
- C25—tabled
- C26—amended

"Whereas; those Alberta Teachers'

Association groups sponsoring drama and music festivals are finding it increasingly difficult to finance such projects, and Whereas; the present method of distribution gives a lower grant as the number of participants increases,

BE IT RESOLVED, that the Department of Education be requested to increase its appropriation for festivals so that more financial assistance will be given these valuable cultural activities."

—Department of Education

- C27—deferred
 - C28—lost
 - C39—ATA Pension Committee
- (Continued on Page 48)*

Teachers in the **NEWS**

Now assistant superintendent of Edmonton Public Schools, Mr. Baker was principal of Queen's Avenue School prior to his recent appointment.

Mr. Baker was born in Scotland and received his early education there. He attended Central High School in Calgary and graduated from Calgary Normal School in 1929. He holds his M.Ed. degree from the University of Alberta.

He first taught in Evansburg for eight years and later taught in Millet for three years. In 1940 he was appointed to the Edmonton teaching staff and taught at Glenora and Oliver Schools. In September, 1947 he was appointed principal at Virginia Park School and in 1951 became principal of Queen's Avenue School.

Edmonton's new assistant superintendent has had long and distinguished service in the Alberta Teachers' Association. From 1940 to 1943 he served on the Executive Council and was vice-president during 1942-43. He was again elected to the Executive Council in 1946 and 1947. Mr. Baker has been secretary of



T. D. BAKER

the Edmonton Elementary Local since 1948. Since 1949 he has been chairman of the Board of Administrators of the Teachers' Retirement Fund.

Mr. Baker is active in church and community activities in Edmonton. He is clerk of the session for First Presbyterian Church and is past president of the Edmonton Y's Men's Club.

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CATALOGUE ON REQUEST



our library.

A revised library catalogue has been published. Copies are available on request. A book package listing is also available on request.

The initial mailing list for this catalogue includes presidents, secretaries, and councillors of locals.

We hope to be able to place one copy of the catalogue in each school throughout the province through the cooperation of school superintendents and local associations.

We request that teachers confine their loan requests to books listed in the catalogue or in the book package listing. If you do not find a book which you want listed, you may recommend that the ATA Library consider purchasing it.

Meet Southern Alberta

Edited by W. E. Ross, *Southern Alberta Pioneers' and Oldtimers' Association*, Calgary, \$1.00.

The land of the big sky, sun, winds, the chinook, and the Frank Slide are described in a collection of stories published by the S.A.P.O.A. The booklet which is profusely illustrated is bound to interest people who like stories of days gone by.

Singing Fun

Wood and Scott, *Longmans, Green and Company*, Toronto, pp. 77, \$2.60

An interesting collection of tunes for little folk. The authors have integrated speech activity and seasonal themes as an added motivation for the singing period.

Three Weeks in Edmonton

(Continued from Page 16)

their daily work. However, it is obvious that the main impact which the CEA-Kellogg Project makes on Canadian education will be through and in the provinces. The course findings are available from the Canadian Education Association for study. The inspiration of the work being done in the national project should stimulate similar studies at a provincial and local level. The regional conference of superintendents, principals and trustees, recently held at Medicine Hat, has been a direct result of the larger project.

Teachers interested in hearing more about the CEA-Kellogg activity would be well advised to invite one of the Alberta superintendents who attended the course to address a meeting. Present at the 1954 course were Superintendents

T. K. Creighton, J. R. S. Hambly, F. Hanochocko, W. G. Hay, S. W. Hooper, W. S. Korek, C. M. Laverty, and J. I. Sheppy.

As a teacher from outside the province, I was very interested to see the relationship of the Alberta Teachers' Association to the project. The ATA was most hospitable, providing a fine banquet at the Mayfair Golf Club for all course participants and also a tea at Barnett House. Eric Ansley and Fred Seymour were with us for several of the lecture sessions. Frank Edwards and Eric Ansley were special guests at some of the evening events. I felt that the ATA was taking an active interest in the project and that the project staff appreciated the importance of teachers' organizations in the work of education.



Winnipeg, Manitoba
January 3, 1955

To the Editor:

The Poetry Society of Winnipeg is happy to announce the Fifth National Competition for Original Poetry. Cash prizes will be awarded:

First Prize — \$50.00

Second Prize — \$35.00

Third Prize — \$15.00

The Contest will open **January 7, 1955**, and will close **March 15, 1955**.

We are enclosing the regulations pertaining to entry. It would be greatly

appreciated if your publication would report this announcement together with the regulations of entry. We feel our objective to create interest in poetry and encourage writers is worthy of as wide a coverage as possible. Therefore we are asking the leading newspapers and periodicals to cooperate with us in this worthwhile endeavour. May we ask again that regulations be included because in the past we have found that this is a most necessary part of the announcement.

Thanking you in anticipation.

Yours truly,
HAZEL LAYCOCK
President

Editor's Note—Space does not permit printing regulations. Interested teachers should write for further information to—

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Canada's Leadership

(Continued from Page 13)

tion of a favourable attitude towards absorbed and continuing interest in intellectual and cultural pursuits. One is our emphasis on the importance of confidence rather than competence as a guide to success; the other is our lack of faith in humanity.

America is a great land where the virtues of hard persistent effort are extolled. People with very moderate intellectual endowments have won fortunes and power simply by determined and persistent effort. In a pioneering land with immense opportunities such success has always been possible. It is, in fact, the chances of success through effort, which new lands offer, that attract the pioneer who may have been denied rapid advancement in an old land, where competence rather than persistence is supreme.

While no one wishes to decry the importance of persistent effort both for

success and for its moral qualities, over-emphasis on it has, however, tended to minimize differences in native endowment. The philosophy of American education is that it should be possible for anyone to become President, and the assumption is that it all depends on the person's own willed efforts whether or not he ever reaches the White House. The suggestion that there are very few whom we would want to see trying to become President is apparently undemocratic. It is in bad taste to imply that some are incompetent for the job however hard they work.

The other result of the attempts to minimize differences in intellectual ability is the great emphasis on confidence and ability to get along with people. The famous book by Dale Carnegie on how to make friends, the various primers on techniques of passing exams, and on how to appear for interviews all tend to supply methods of getting on which are not based on solid worth or profound knowledge, but on drive, push, personal charm, gift of the gab, or even arrogance. Nothing is so deadly as a retiring, shy, modest or hesitant person. The hero is the dashing go-getting extrovert or the bullying tycoon.

Again let us not decry confident self-assurance for it is a particularly necessary quality in a teacher, but there is nothing that degrades society so much as the suave veneer of confidence which cloaks ignorance and incompetence. The arrogance of the fool is hard to bear. Strangely enough really competent people are often modest, kindly and even humble.

The days when "good wine needed no push" are apparently over, for publicity and advertisement are the essence of life where confidence is reckoned more important for success than competence.

This tendency is visible in those schools which over-emphasize "Life Adjustment" education and stress that it is more important to be popular with one's peers or socially accepted than to be academically distinguished. It is seen in those classes where hours are spent in

planning what to study or in committee work devoted to a vivacious exchange of ignorance before anyone gets down to the diligent study of a topic. Too much talk about techniques or good study habits, or how to look up a card index tends to over-emphasize those devices which are designed to help students get around the necessity of knowing anything and thus avoid diligent thought. Such devices give confidence in knowing where to find information but give little help in understanding it when found. Let us make sure that we are not open to the cynical criticism of A. E. Wiggam who once wrote in his book, *A New Decalogue of Science*, that "Intelligence appears to be the thing that enables a man to get along without education. Education appears to be the thing that enables a man to get along without the use of his intelligence."

An Illustration

To illustrate may I read a story from a recent issue of the *Readers' Digest*.

Near the university in Stockholm, I saw a mob of wildly shouting students surrounding a fair-haired lad. He was held high on their shoulders,

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his cheeks scarlet with excitement. There was a wreath of green leaves around his shoulders and he was being pelted with roses by the girls, while boys and girls alike shouted, "Rah, rah, Carl! Rah, rah, Carl!"

Football captain, I thought, and then inquired of a good-looking Swede: "Some brilliant athlete, I suppose?"

"No, madame. He is graduating and is the honour student of the year."

"Well, it's the first time I ever saw such wild excitement over scholarship," I commented.

There was a politely veiled glint of amusement in the man's eyes as he asked: "For what purpose, then, does your country build schools?"

Our schools must reinstate respect for scholarship and competence in school achievements. Those who are most competent must be trained intensively to contribute generously of their gifts to society.

There is, however, another side to this argument. Every man is entitled to respect, whatever calibre his competence may be. It is measured by the amount of trust we repose in him. No matter how humble or menial the task, he who performs it must be trusted to do it to the best of his ability and respected for his contribution to society. Nothing destroys mutual respect so much as distrust or suspicion. It is folly to suppose that the imposition of restrictions, controls or checks really succeeds in getting the best out of the good man or effectively stimulates the bad man. Conscience is always a far greater taskmaster than force. A trusted servant always gives finer and more devoted service than one constantly suspected or doubted.

The very essence of our democratic freedom lies in our legal system which never assumes a man guilty until proved so. And yet we so often hear the comment in school that pupils will not work without the constant threat of an examination, that they will all cheat unless carefully supervised. The same idea

is reiterated by superior officers about teachers. It is said that examinations keep teachers on their toes, that security of tenure makes them lazy, that freedom to choose their own program of studies and textbooks would result in lowered standards. In fact, we might repeat the nauseating phrase which teachers say of children and departments say of teachers—"They are not to be trusted."

This lack of faith in each other seems engrained in our whole social system and makes slaves of us all. Society is animated by fear rather than courage, and this is never more evident than in schools where dull, fearful, intellectual conformity and formality are still the rule instead of positive courageous vitality, enthusiasm, enterprise and progress. Thought is becoming increasingly stereotyped, restricted and debased to conformity and mediocrity. Just where children should be adventurous, experimental, progressive and free—that is in intellectual pursuits in school—we find dull, boring mistrust and restrictive regulations, examinations and texts.

Strangely enough, the opposite is the case in morals and behaviour at home. Just where we should be very conservative and conform to age-old standards and virtues—in the home and in the streets—we find all sorts of undesirable experiments and progressively bad behaviour.

Solid Basis Needed

This topsy-turvy nature of school and society makes it extremely difficult for us to develop a nation with uniformly high quality ethics and at the same time far-seeing, free and lively minds. We need the solid basis of our fine Christian morality as the guide to character, and we need the adventurous, positive, pioneering spirit of early Canadians to urge on the quest for better ways of managing world affairs and world resources.

Before finishing this discussion on the development of high quality minds in our schools which are necessary to match the high quality morality which should

be developed by homes, I want to suggest one way in which we could help to develop high quality minds. I have already said that good morality depends on parents acting as a group to maintain a uniformly high standard of ethics. These virtues are the common heritage of all and must be handed on by one generation to another. It is what each child receives from home and society. The laws of society are social and, therefore, somewhat restrictive.

When we come to talk of intellectual training something quite different is needed. Each person has a different natural endowment, and by means of this each must contribute or give to society that which is uniquely his own. Uniformity and conformity are therefore impossible and very undesirable. Thought and intellectual activity must be entirely free and individualistic. It would be wrong to force thought into a mould by doctrinaire or propaganda methods. Each individual must be encouraged and free to make his own distinctive intellectual contribution to society.

Group Homogeneously

So far as is possible our schools should allow each child to progress in his own way as fast as he can. Unfortunately we cannot afford individual tuition for each child, nor are there enough teachers for that purpose, so we must group children into as nearly homogeneous groups as we can on an intellectual and age basis. I do not know anything so anti-intellectual or so demoralizing as the widespread fallacy that heterogeneous grouping of children is democratic. It is quite unnecessary and almost criminal to force all children to study the same things at the same rate for the same length of time. Clever children learn different things and more things faster than dull children. Why must all go through the same mould at the same rate? From a very early age bright children must be taught separately from dull children. This does not mean that all should not play together or go to the same school. Their separation in classrooms is merely

for the sake of efficient teaching, and to allow freedom for each to go at the pace, and study those subjects best suited to him. All the social advantages claimed for heterogeneous grouping are just as easily, in fact more easily and more effectively, obtained in homogeneous classes. In any case social maturity is very highly correlated with mental maturity.

If one believes that competence is more important than confidence, that intellectual adventure should be free, and that schools are primarily designed for intellectual training then there can be no argument against consolidated or centralized schools where homogeneous grouping is the rule and where a variety of program is provided for the different capacities exhibited.

There is one final idea that I wish to bring before you. It concerns our knowledge of Canada and the world.

We need to teach far more and better geography in our schools if we are to know more about our land and its resources and to develop international understanding and goodwill. There is a criminal lack of geography in our schools, and there is too little of the history of science and good human achievement taught. There is far too much time spent on vague woolly hotchpotches called social studies or effective living which put our minds in blinkers by concentrating too much on ourselves and on the home area to the neglect of the homeland and the rest of the world. Let us plant our children's feet more firmly on mother earth. Let us learn about the way people adjust their lives to the difficulties and opportunities that nature affords in such wide variety in different parts of the earth. That is geography, and it is not to be confused with that age-old nonsense about the names of rivers and mountains and capes and bays.

The three major suggestions that I have made — corporate parental action to preserve Christian morality and high standards of behaviour, provision of intellectual freedom in schools with homogeneous grouping so that

maximum use is made of the national brain power, and thorough teaching of geography—are all aimed at producing a nation with a high quality culture, a trained body of leaders and a sympathetic understanding of world problems.

Kindliness, humility and competence should replace materialism, vanity and over-confidence. By high examples of this kind we could prove ourselves worthy of the mantle of leadership which is inevitably thrust on us.

An Englishman's View of School Administration, U.S.A.

(Continued from Page 15)

attention. Because the task is terribly difficult does not mean that the task is impossible, but an unprejudiced observer must still feel that in the present stage of knowledge the task is temporarily impossible. The main difficulty is that the teachings of the social sciences are still largely unsystematized themselves, and even if they were not the task of presenting them as working tools for administrators is a formidable one.

Although these attempts to discover what to teach in the field of human relationships and how to discover and think about the sources of power in any given community are extremely praiseworthy, no body of knowledge has so far emerged that would startle an Englishman out of his feeling that the knowledge at stake is only to be gained in the hard school of experience, after all the book work has been done. It may be admitted perhaps that the process of learning through experience might not take so long after these studies.

It is natural that much of the CPEA, operating against a different background, works in directions that are not applicable to the English scene. But a great deal remains that is applicable. Work upon the selection of superintendents or the place of consultants is of interest everywhere. A great deal of effort is being put forth in the United States to discover the best ways of financing public education, and this work too is already attracting English attention. Practices are different in the different local school districts, let alone in the different states of the Union; in one respect

England appears to be ahead of America, for England has already discovered how to deal with the financial needs of the poorer local education authorities. Within the program somewhere it is probable that some aspect of every general problem known to educational administration is being covered and studied, and it would be surprising indeed if an English observer could look at the program and learn nothing.

Wealthy communities "leveling up"

Nor is the CPEA by any means the only hunting ground for students of best practices in American educational administration. The United States is so vast that examples of very advanced and progressive practices in educational administration abound equally with examples of very poor administration indeed.

In general, it remains true that the best administration—and the best schools—are to be found in the wealthy communities. Great Neck on Long Island, New York, for instance, is one of the wealthiest communities in the world. And yet, instead of using their wealth to send their children away to independent schools at some distance from their homes, the people of Great Neck have provided their school board with funds to build and staff the sort of school they themselves want for their children. This is real leveling up, and a refreshing change from leveling down. Through action of this sort Americans are trying to make their public schools so good that independent schools become anachronistic, and the task of creating such schools with ample funds provided acts both as a challenge and as a stimulus to the administrative service.

Opportunity for an exchange in school administration

There has never been a climate more favourable to Anglo-American exchange of educational ideas than the present one is. Many prominent persons on both sides of the Atlantic have recommended such exchange. American assistance in penetrating the serious obstacle of the dollar curtain is already great; the Fulbright and the Smith-Mundt programs, the policies of certain philanthropic foundations, and the well known teacher exchange are resulting in a rather uncoordinated but valuable two-way traffic. But the organized high-level exchange in the technical and managerial areas has little counterpart as yet in education, and well directed exchange in the parallel sphere of educational administration has still to emerge.

The wider benefits of educational interchange no longer require to be pleaded, and of all the diverse methods of promoting it, surprisingly still so deficient, the one that matters most to educators is direct cooperation between individuals. But opportunities arise for group as well as individual exchange. The very size of the Kellogg Project, for instance, and its peculiar characteristics deriving from the American genius for organization demand more than unorganized attention. When the assessment of the Kellogg Project is made in 1955, a small team of authoritative British observers should be ready to participate in both the backward and the forward looks. The full force of such a team will be lost unless it contains representatives from the Ministry of Education, from the local education authorities, and from the universities.

What are the major American ideas in educational administration to which a British team is likely to attach most significance? Any fresh and progressive setting does, of course, offer an experienced administrator an appetizing selection of day-to-day tricks of the trade, which may differ somewhat from those to which he has grown accustomed. Such

matters as the induction of newly appointed teachers, the methods of appointing teachers, notable freedoms of requisitioning, and group dynamics which facilitate the harmonious conduct of education committees have all been given a great deal of attention in the United States since the end of the war. A handbook setting forth a couple of hundred of the best practices in American educational administration would immediately merit, and get, attention in England.

America's impact on British thinking

But British observers have a larger task than this. By 1955 the American response to certain of the permanent realities confronting educational administration will have been clarified, and it is for these more fundamental aspects of American thought that authoritative British evaluation is required. Agreement upon a complete list of what is fundamental would not necessarily be easy; but among the questions occupying a high place, to use English terms, are to be ranked: (1) the depth and scope of cooperation between universities and local education authorities; (2) the desirability of taking account, in our teacher in-service training programs, of the methods adopted by Paul Mort's Metropolitan School Study Council and by other school study councils now being patterned on it throughout the United States; (3) whether the beginnings of something more intelligent than the fierce hit-and-miss struggle for experience should not be devised for the younger men and women who will have to take over the increasingly heavy tasks of educational administration in the years ahead; (4) whether we are incapable of enriching our thinking upon the power structure imposed on education by the 1944 act, in terms of the notable advances made in the social sciences during the last decade, and possibly in terms of the growing American experimentation with lay groups. All these are serious matters indeed.

NEWS

from

OUR LOCALS



Local and sublocal news received on or before the twentieth of any month is published in the next month's issue. Correspondents should submit copy on manuscript paper either typewritten or in longhand. Names of all persons should be accompanied by initials. Reports should be not longer than 150 words. All material is subject to editing.

Acme-Swalwell Sublocal

Election of officers was the chief business at the organizational meeting of the sublocal. Rudolph Klassen is the new president; Ralph McCall, vice-president; and Matilda Baerg, secretary-treasurer. Other officers are Steve Semenchuk, councillor, and Mrs. Norma Thiessen, press reporter.

Fifteen members were present at the October meeting held at Swalwell. The teachers divided into two groups for informal discussions on teaching reading in the elementary grades, and the Health and Personal Development course in junior and senior high school.

The November meeting was held at Linden. A discussion took place concerning the steps to be taken in reorganizing locals and sublocals in the new areas. A vote as to the advantages and disadvantages of large or small conventions favoured the former. The discussion groups dealt with enterprise and high school Social Studies and Language.

Battle River Sublocal

It was decided, at the November meeting of the sublocal, that, since a teacher is liable to serious financial obligations as a result of accident claims, the divisional board should carry liability insurance covering teachers. Members also approved addition of cumulative sick leave to salary schedule negotiations.

Castor-Halkirk Sublocal

Members of the sublocal met on December 8 at the Castor Public School. It was decided to merge Halkirk-Gadsby and Castor sublocals. The following officers were elected: William Hurlbut, president; F. Leslie, vice-president; Mary Yur, secretary-treasurer; and H. Heidecker, salary representative. A discussion was held regarding the campaign plans for J. D. McFetridge, who is running again this year as district representative for the Central Eastern Alberta constituency. Other items of business discussed were housing for teachers, sick leave, the county system, and program material for coming meetings. Two films were shown relating to child psychology and sports. The next meeting will be at Halkirk.

Clover Bar Local

Officers of the local have been elected as follows: R. Lambert, president; A. Hohol, vice-president; Dorothy Lowrie, secretary-treasurer; F. J. Senger, public relations and press correspondent; M. Bloor, convention representative; W. S. Elliott, geographic representative; and V. Nyberg, R. E. Randall, Val Roos, and I. Stonehacker, councillors. The past president is Mabel Geary.

At the local executive meeting held on December 4 the M.S.I. insurance question was tabled. Mr. Nyberg and Mr. Stonehacker and R. Nay were elected to

the resolutions committee. In order to assist the provincial public relations committee, a call has been sent out to all teachers for suggestions of topics needing research. Necessary literature was distributed to executive members. A letter from the Fort Saskatchewan Sublocal recommending a track meet for the elementary schools was read. A committee was appointed to nominate and sponsor the best available candidate for district representative. The salary negotiating committee reported that, after two meetings, conciliation has brought no results.

Clover Bar Sublocal

The teachers of the Clover Bar Sublocal held their first meeting in November. Twelve teachers were present and F. Dembicki presided. Mrs. B. McLean was elected representative to the Clover Bar Local. It was reported by Val Roos that the music festival programs should be ready about Christmas time. Committees were appointed to take charge of the games and refreshments for the Christmas party to be held at the home of Mabel Geary. The date of the next meeting will be January 8 and a cordial invitation is extended to all teachers of the division who wish to attend.

Fairview Local

The second meeting of the year was held at the Worsley Central School on December 4. About thirty teachers attended. The president, Humphrey Senetza, presided, and matters of local interest were discussed.

Faust-Kinuso Sublocal

At the last meeting members were treated to a delicious turkey supper served by the Faust teachers at the home of Mrs. Carole Bannister. Twenty-three members and guests were present. The new slate of officers is as follows: D. Tarney, president; Mrs. Bannister, vice-president; Mrs. Irene Melin, secretary-treasurer; Barbara Green, councillor; and Mrs. Sally Rice, press correspondent. The teachers drew up a program for the year,

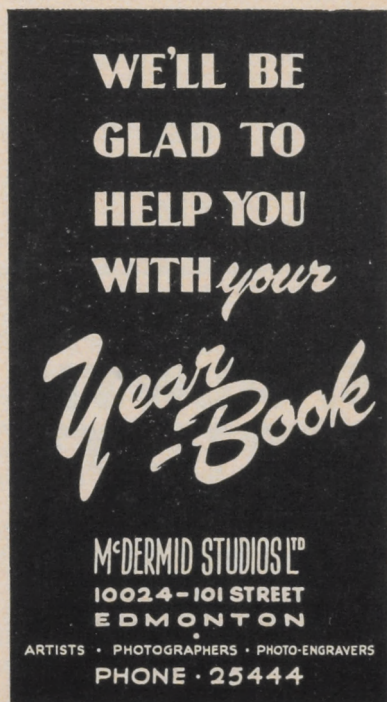
and suitable topics for round table discussions were considered.

Girouxville-McLennan Sublocal

The sublocal met recently at the Benoit School. Members discussed enterprise activities and instruction and committee work. Many practical applications to individual and group problems were discovered. A luncheon was donated by the parents of children in the district.

Grasswold Sublocal

The following officers were elected at a meeting held in the Rosebud School: T. Quiring, president; L. Morrow, vice-president; H. Batdorf, secretary; and R. Martin, councillor. Miss Ambury's social studies class presented a splendid representation of the United Nations in session. The members then formed groups to discuss problems concerning enterprise and standards of achievement in our schools.



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Hayter-Provost Sublocal

The members of the sublocal met recently at Metiskow. A report on the zone meeting, which was held in Hardisty on November 20, was given by Miss Siebrasse and dealt mainly with salary negotiations. A report was also given by Mr. Paegge concerning the six-weeks' training course and zone representation. Sectional group discussions were held on timetabling, led by Mr. Otkin for the elementary grades, and by Mrs. Lodoen for the primary grades. Mr. Paegge gave a report of his findings in a few professional magazines. Future programs will be exchanged with the Czar-Hardisty Sublocal.

High Prairie Local

The local held its first meeting at High Prairie in November. Officers for the year were elected at the convention meeting held in Fairview. F. Dumont of Kinuso is the new president, and Kay Fulcher of High Prairie, secretary-treasurer. Visiting speaker, W. D. McGrath, district representative for Northwestern Alberta constituency, addressed the members.

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Holden Sublocal

New officers for the sublocal were elected at the first meeting. J. Mealing is president; D. Harris, vice-president; and Ruth Torrie, secretary-treasurer. Mrs. H. Hviid is ATA representative, and B. Ogradnick, sports representative. Mrs. Eleanor Good was elected as lunch convener, and Mrs. A. Giebelhaus and Miss Lydia Thielman as social conveners. Lars Olson brought several ATA matters to the members' attention.

Innisfail West Sublocal

The members of the sublocal elected new officers at their November meeting. Mrs. Phyllis Johannson is president; Mrs. Adele H. Murray, vice-president; and Mrs. Eva Fraser, secretary-treasurer. Sublocal councillor is William Mewha, and press correspondent, Mrs. Lucy Nelson. After the business meeting the teachers enjoyed experimenting in copper-tooling.

Eleven teachers and two guests met at the home of Mr. and Mrs. Sandy Fraser of Markerville for the December meeting. Following supper the short business meeting was called to order by the president and discussion centred around the sending of student-delegates to the UNO Banff Workshop in 1955 and the sponsoring of scholarships. Miss Inez Gerhart gave a unique demonstration of art work for festive decorations.

Kathryn-Beiseker Sublocal

The first two meetings of the sublocal have been held in the Beiseker School. The executive for the current year is as follows: Mrs. D. Wright, president; J. L. George, vice-president; F. Lutic, secretary-treasurer; L. R. Workman, councillor; Mrs. M. G. Melvin, lunch convener; and Verna Y. Mikel, press representative. Guest speakers at the November meeting were H. H. Mumby, principal of Crossfield School, and P. G. Anderson, secretary-treasurer of the Calgary Rural Local. They dealt with the administrative policies of the Calgary School Division in which teachers of the Kathryn-Beiseker Sublocal will be included after January

1, 1955. An interesting discussion followed. Mrs. Inez K. Castleton, district representative, was to be guest speaker at the December meeting.

Lac la Biche Local

The Lac la Biche Local met recently at Plamondon. Almost all members were present. L. Paquin welcomed the teachers on behalf of the Plamondon staff. Members decided that they would continue to meet as a local rather than divide into smaller groups. With N. Chodan as consultant, the pension plan was discussed. Members decided to instruct the executive to request that Superintendent N. Myskiw be asked to plan for an institute. After the meeting, the pupils of the Plamondon school, under the capable guidance of Mr. Paquin, entertained with a sword dance and recitation.

Lethbridge Local

The teaching staff of the Lethbridge School Division No. 7 met in a one-day Institute held in R. I. Baker School in Coaldale during November. Present at this meeting were the members of the divisional board, the superintendent of schools for the division, and the inspector of high schools for this area.

The Institute took the form of a workshop where the teachers met in small groups to discuss teaching problems relevant to the grades they teach. Subjects ranged from printing in Grade 1, through the reading program in Grade 4, to the evaluation of development of attitudes and power of scientific reasoning in high school.

A brief introductory address was given by K. Robin, chairman of the principals' association. Mrs. C. B. Andrews, chairman of the divisional board, brought the greetings of the board and wishes for a successful institute. Eleven separate meetings were in progress throughout the day, with the high school teachers dividing on a subject-field basis and teachers below Grade 9 meeting in grade groups.

A pleasant coffee break was provided

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in the morning, and an enjoyable dinner was served by the Caroline Sellars Group of the W.A. of the Coaldale United Church in the church hall.

Recorders were assigned for each session to summarize the findings of each group. These reports will be duplicated and sent out to each school in pamphlet form for use by teachers and for further discussion at staff meetings. Board members, Mrs. Andrews, E. Bannink, R. P. Court, E. Davidson, and D. Patterson, as well as the superintendents, took part in the workshops as they joined in the exchange of questions and ideas.

Expressions of satisfaction with the principle of such an institute, as well as pleasure in the benefits obtained from this one, were general at the conclusion of the day's work.

The teachers' institute at Coaldale was the subject of discussion at the November meeting of the local. As the success of the institute was felt to be in large measure due to the success of a similar institute held by the Park Lake Sublocal

in the spring, a letter of congratulation is to be sent to the sublocal for their work.

K. Robin is chairman of the collective bargaining committee, and other members are Mrs. A. Anderson, C. Allen, C. Bryant, W. Rowley, H. Toews and D. Voth. The president is to appoint a group of nine teachers to form the public relations committee for this year.

Red Deer City Sublocal

Thirty members were present at the November meeting held in the lunch room of the Junior High School. Discussion centred around the report of the salary policy committee delivered by P. Ritchie. A. Gibb gave a report on the meeting of the local executive. Suggestions for making the convention more interesting are to be submitted to the sublocal president, Mrs. G. Bryan. Planning for a remedial reading course for the Red Deer area is being undertaken by the local. It was decided that the sublocal would assist in the project under the leadership of R. F. George. W. Smith gave an informative account of the Banff workshop in which he dealt with the teachers' pension plan, collective bargaining, public relations, and the six-weeks' course.

At the December meeting, Mr. George, chairman of the program committee, suggested several ideas to the group in regard to the type of activities which it would be possible for the sublocal to undertake. The suggestion that the members conduct a survey of the possibilities of organizing an opportunity room in Red Deer met with approval. The program committee will report on their findings at the next meeting.

Rocky Mountain House Local

Eighty-five Rocky Mountain Divisional teachers are pleased. At a recent institute, opened by Chairman J. Cony of the Rocky Mountain School Board, teachers put the last professional touches to their language program project which was begun last year. The teachers, in their respective grade groups, conscientiously and generously exchanged professional ideas on methods and techniques to be

used in the classroom in their new language program. These methods and techniques will shortly be printed in a thirty-page booklet by the division. Superintendents S. Lindstedt of Rocky Mountain House and R. McCulloch of Red Deer expressed keen interest and a good deal of satisfaction in the deliberations, the effort, and the results.

Sundre Sublocal

Fifteen teachers attended the first meeting of the sublocal. Officers elected for 1954-55 were: Rudolph Beiber, president; Mrs. Doris Conway, vice-president; Mrs. Margaret Lahl, secretary-treasurer; John Weir and Chris Marfleet, councillors; Gerald Weber, press correspondent. Future meetings of the sublocal are to be held on the second Tuesday of each month.

Taber Sublocal

Last year the sublocal produced and sponsored "Varieties of 1954" which was well received by the public. This year they will sponsor "Varieties of 1955" and will in addition produce a "Directory for the Town of Taber." The varieties program will be ready early in 1955, and high school students will again be asked to assist.

Taber Local

At a recent meeting of the local, Robert McIntosh, Southwestern Alberta representative, addressed the members with an inspiring talk on "Professionalism of Teachers." Superintendent N. M. Purvis also gave a very humorous and timely talk. Members were entertained by the teachers of the Taber staffs in a couple of skits adapted by Geraldine Farmer.

Twenty-five teachers met for a workshop on December 4. The topic for discussion was "The Teachers' Retirement Fund Act and its Implications." The teachers, from Barnwell, Grassy Lake, Vauxhall, and Taber, were well satisfied with the results and the majority favoured a future meeting on the same topic.

The executive committee met on December 14 to discuss programs for

future meetings. The follow-up workshop on pensions is planned for January 8 and Reg. Turner of Lethbridge has been asked to act as consultant. A workshop on the topic of ethics is planned for March 26. As a follow-up to the institute held in November, an institute for all teachers of the division is planned for February 12.

Vulcan Local

The local met at Milo High School recently with the president, T. Clarke, conducting the meeting assisted by Secretary Charles Carson. The business session opened with the following teachers being appointed members of the conference committee: Mrs. Ruby Campbell, Mrs. Avis Hunt, Mrs. Fay Markert, Philip Husby, Ernest MacDonnell, John MacDonnell, Bruce Palk, and Harley Stamm. The conference committee was asked to choose a nominee to run for election as district representative. Regular meetings will be held on the last Wednesday in each month, excepting December. Suggestions for entertainment, such as guest speakers and discussion groups on current topics, were offered by the meeting. The

Carmangay staff will be hosts for the January meeting. D. Yeomans and Philip Husby, the investigating committee on the health scheme, presented their findings, giving data comparing the services and premiums of the present scheme to those of the Blue Cross, M.S.I. and ATA schemes. The teachers voted to keep the health scheme now in force.

Westlock-Clyde Sublocal

Members of the sublocal met in Westlock on December 1. Mr. Desson introduced Miss C. E. Berry, guest speaker for the evening. Her topic was "The Teachers' Retirement Fund." She began by clarifying some of the more difficult terms and went on to outline the benefits and mechanics of the Fund. The meeting was then thrown open for questions which Miss Berry answered. W. R. Eyres, executive assistant of the Alberta Teachers' Association, also spoke on teacher liability.

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Teachers who take stock January 1, 1955, will have on the ledger the liability to the profession of the six-weeks' course, the placement of approximately forty of the six-weeks' student-teachers in centralized schools, the granting of permanent certification after one year of training instead of after two years' training, and the continuation of low entrance requirements for the one-year program in the Faculty of Education. The gains in 1954 were nil. However, 1955 is another year and there are 365 days for teachers to regain some of the ground lost in 1954.

I wish every teacher in Alberta, to him and his, the very best for 1955. I hope that every teacher will make that little extra effort, that counts for so much, to improve the living and working conditions of teachers, and will do his best to help the Association advance professionally in 1955.

Teacher Recruitment Committee

This committee met on December 7, and decided to recommend that the methods for recruitment last year be used again this year. These included the distribution of the pamphlet "A Career in Teaching," radio broadcasts, career nights, and another campaign for more scholarships in the Faculty of Education.

It was unanimously agreed by the committee to ask the Minister to make the necessary arrangements, including especially attractive isolation bonuses of up to \$1000. per school year, for male students who have completed at least one year in the Faculty of Education to teach in two isolated schools in Alberta, for eight month periods each, between May of one year and October of the following year. It is likely that a number of young men who have completed one, two or three years in the Faculty of Education would be interested in such a contract for a sixteen month period, in order to save enough money to complete their degree work.

Pensions

On December 9, the Executive Council, the Teachers' Retirement Fund Board, and the Pension Committee met with Mr. Laurence Coward and Mr. A. Pierce to discuss the recently completed actuarial

survey of the pension fund, and the nineteen questions submitted by the Pension Committee, through the Executive, to Mr. Coward, the actuary. While the unfunded liability has increased from \$12,000,000. to \$16,000,000., the estimated amount required to stabilize the unfunded liability has remained constant, almost 2.4% of salaries (less the 1% extra contributions from teachers). A summary of the actuarial report will be printed in the February issue of *The ATA Magazine*.

Executive Council Meeting

The Executive Council held its regular year-end meeting on December 10 and 11. Following are some of the important matters discussed: disciplinary investigations, six-weeks' training course, Alberta Advisory Committee on Educational Research, pensions, the Canadian Teachers' Federation, and Annual General Meeting plans.

Resolutions

Resolutions from the Annual General Meeting were presented to the Minister of Education and the Deputy Minister on December 13 and 15 and to the Cabinet on January 4. The important resolutions discussed included:

- (a) a request to establish a committee of the Faculty of Education, the Department of Education and the Alberta Teachers' Association, to pass on permanent certification;
- (b) a request that terminations of designations as principals, vice-principals, and other administrative positions be subject to the Board of Reference;
- (c) a request to have assistant superintendents appointed to lighten the load of superintendents;
- (d) a request that something be done about school boards discriminating against teachers who enter politics;
- (e) a request for increases in isolation bonuses which would make them range from \$300. to \$1000.;
- (f) a request to establish a special per teacher grant based on qualifications and experience; and
- (g) a request for preventing the disenfranchisement of teachers if elections are held in August.

Members of the Cabinet present were: Premier E. C. Manning, and Hon. A. O. Aalborg, Hon. E. W. Hinman, Hon. Ivan Casey, Hon. A. J. Hooke, Hon. W. W. Cross, Hon. N. A. Willmore, Hon. R. D. Jorgenson, and Hon. C. E. Gerhart.

Brief Submitted to the Royal Commission on Metropolitan Development of Calgary and Edmonton

Mr. H. T. Sparby of the Faculty of Education and I submitted a brief, on behalf of the Association, to the Royal Commission on Metropolitan Development of Calgary and Edmonton on January 7. The brief emphasized two points:

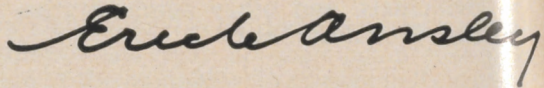
- (1) ATA preference for elected school boards with fiscal independence, and with "elected" meaning elected to be school board trustees only, not to be municipal councillors; and
- (2) the rights of the teachers and principals in schools that might be included in any new metropolitan areas.

Scholarships

A Scholarship Committee, appointed by the Executive Council under my chairmanship, has met twice, and is preparing recommendations for submission to the Executive Council at its February meeting and to the Annual General Meeting in April. The recommendations will include provisions for several scholarships and for the establishment of a revolving loan fund for the members of the Association, to assist and encourage them to continue their studies intramurally.

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Disposition of Resolutions Referred to the Executive Council by the Annual General Meeting, 1954

(Continued from Page 31)

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|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| C40—Canadian Teachers' Federation, and Executive Council of the Government of the Province of Alberta | C51—local associations |
| C41—lost | C52—included in ATA Educational Platform |
| C43—tabled | C53—Board of Teacher Education and Certification, Department of Education, and Faculty of Education |
| C44—tabled | C54—Alberta Advisory Committee on Educational Research |
| C45—ATA Pension Committee | C55—Department of Education |
| C47—Department of Education | C56—Faculty of Education |
| C49—Faculty of Education, and University of Alberta | C57—Board of Teacher Education and Certification |
| C50—Board of Teacher Education and Certification, and Department of Education | C58—Department of Education |